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ABSTRACT

Underachievers from junior high grades were assigned to tutor younger children classified as slow learners. Tutors volunteered and were given choices as to what they would teach; however, stress was usually on their own educational needs. No research was presented but a general evaluation of the program indicated success. Students learned from teaching, became more aware of their own educational problems and possible solutions, developed social skills, and generally increased in self confidence and self esteem through the program. Appendixes are included which contain a summary of the program, an evaluation of the tutoring aspect (1967), a list of participants, and examples of publicity used. Student comments are featured throughout. (JM)

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A TUTORING PROGRAM: THE SECOND YEAR

by

Katherine Van Wessem
Teacher-in-charge

The tutoring technique described here is a part of Instructional Systems for Students with Learning Disabilities, a CEMREL program.

July 1, 1968

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"You mean <u>those</u> students teach?" Such a statement generally is made in response to a novel tutoring program in which "Those students" are students classically called underachievers and in which such students have been teaching elementary school children in a tutoring program which was designed to help the tutor rather than the tutoree. This tutoring program is part of a Comprehensive Remedial and Developmental Program for Disabled Learners at the Junior High Level[1] conducted by the Central Midwestern Regional Laboratory (CEMREL) at Brittany Junior High School, University City, Missouri.

The tutoring program was instigated as a motivational device for the total program; to build the self-image of disabled learners, to reinforce the academic learning, and to analyze the learning process. The 1967 pilot program demonstrated the strengths of the total program and especially suggested the expansion of the program.[2] The 1967-68 program has utilized more sophisticated techniques and has been based on more specific goals:

1. Motivating students to learn basic skills and reinforcing academic learning by teaching
2. Building the self-image of students
3. Providing opportunities for students to learn social skills
4. Providing a basis for analyzing the teaching-learning process.

Based on these goals particular methods were used to introduce the program, to teach basic skills, to place and to supervise tutors. Tutors as well as cooperating teachers assisted in the task of evaluating the program and of delineating the implications of the program for other schools.

1. See summary of the CEMREL program in the Appendix.
2. See Evaluation Report: The Tutoring Program in the Appendix.

INTRODUCING STUDENTS TO THE TUTORING PROGRAM

As a motivational device the tutoring program was introduced to the students as an activity which was a legitimate choice within the total program and by which they could give needed help to elementary school teachers and students. Students were informed that the tutoring activity would help them learn and that, in fact, the best way to learn is to teach. After the tutoring program was outlined, students immediately responded with enthusiasm and with questions concerning the "when" and the "what" of possible assignments. Their reasons for wanting to participate included personal interest because they had helped a younger brother or sister, a desire for the freedom of leaving the junior high building during school, a need for the prestige accompanying the status of a teacher, or perhaps, a recognition that they once needed special help but didn't receive it, and now they wished to give such help. Regardless of their reasons, they wanted to participate.

Available positions were outlined for the students and these included the Initial Teaching Alphabet (i.t.a.), traditional reading, mathematics, physical education, art and general assistance to teachers. Students were told that they could select any of these but that they must learn and demonstrate proficiencies before being selected. The teaching of i.t.a. was done entirely on the basis of preparation for teaching; even though the total program had selected i.t.a. as a remedial reading technique. Students learned the i.t.a. by writing and duplicating worksheets; devising sound bingo games, i.t.a. versions of "Spill and Spell," dice games using i.t.a. symbols and phonics wheels; writing and illustrating stories for young students; making charts. A Material Preparations Committee was established to collect and file all materials produced. Those students who were more interested in mathematics learned mathematics in a similar way. Although the program teachers wanted students to work on their academic deficiencies, students were not told that

this was their only choice. Tutoring assignments were made on the basis of interest, not just because students needed to learn a particular skill.

Coupled with these concrete activities were discussions of what it meant to learn and how materials must be written so that learning could take place. The students expressed much genuine concern for children who were experiencing learning difficulties. As stated by a visitor, "Almost every child seems aware that each small activity is related to a larger, more meaningful activity, that he is not confronted with a series of isolated, frustrating tasks, 'When I teach this to the children, I'll try to . . .'."[3]

After small group discussions prior to the tutoring experience, students wrote the following comments:

To be a good tutor, a person must:

a. Show respect for the child

b. Show polite manners and set a good example

c. Allow a child a chance to talk and to try

d. Give the child time to do his work

e. Persuade the child rather than force him to do things

f. Use a great deal of patience

g. Want to help the child to be a success

h. Understand the way kids do things

i. Give the child credit for his work

j. Make him feel happy about his work

k. Know the subject he will teach

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3 As quoted in Impact of New Ideas in Education, Vol. IV, No. 2, 1967, School District of University City, Missouri.

l. Know how to handle children

m. Know the child's likes and dislikes so that materials can be made for him.

To get a child to work a tutor can:

a. Play games that will help him learn

b. Let the child decide what he wants to do

c. Show him how much he has learned

d. Tell the child a story about someone who wouldn't work and then tell him not to be like that[4].

INTRODUCING TEACHERS TO THE TUTORING PROGRAM

While the experimental students were preparing to become tutors, the program teachers were meeting with elementary school teachers and making transportation and other organizational plans. The program was introduced to teachers by outlining the successes of the previous year and by suggesting the kinds of activities tutors were learning to do. Teachers were quick to name their students who could use individual help or who would learn if they just had someone to sit with them while they did their work. Often teachers mentioned that they had used their fast students to help slower students, but that the slower students often resented such assistance. The possibility of an older child who could also serve as an example for the younger child was most appealing to teachers. As a follow-up to meetings between elementary school faculties and the program teachers, elementary teachers submitted diagnoses and prescriptions on their students. Some prescriptions

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4 Taken from student papers. Only the spelling has been changed.

involved subject area weaknesses; others were "encourage and praise this child to build her self-confidence," "get this child to talk about his work," "listen to him," "this child needs a big brother," "child needs manipulative devices so as to teach abstract concepts," "teach perceptual-motor skills," "practice play skills."[5]

As teachers analyzed their needs and the potential utility of tutors, the demand for tutors became larger than what the thirty experimental program students at the junior high could handle and the program was opened to other interested junior high students and also to senior high school sophomores from the lowest grouping of students. The senior high students had been introduced to the tutoring program because the counselor and social worker had assigned two of their senior high sophomore classmates to the experimental program during the afternoon. In addition, to the success of the pilot program, these two students demonstrated that the program could be helpful for high school students. Their teachers described the possibilities as:

"Due to the success of this type of program in the seventh grade at Brittany Junior High, the two sophomore teachers feel that their students would be responsive to tutoring, especially since two of their students were working with Mr. Bill Page at Mr. Ochs' suggestion.

Both boys were students of very low ability and little self-confidence or motivation. They began tutoring at Hawthorne in November. Since that time each boy's opinion of himself has greatly improved. Both are participating in class where neither had before. They both were able to overcome a great amount of shyness also.

With this evidence, plus several observations and meetings with Bill Page, the sophomore teachers feel that tutoring would work for high school students. At a meeting involving Mr. Tuck, Mr. Ochs, Mr. Page, Miss Van Wessem, Mrs. Marlinghaus, and Miss Gold, plans were discussed.

Next the sophomore class was approached with a learning to learn unit, involving questions and discussions of what it means to learn. Then, Mr. Page and Miss VanWessem presented the idea of tutoring to the class. An enthusiastic reaction followed--over 70% of the students were immediately interested.

Preparations were made in each class before anyone actually went to tutor. Methods of how to teach i.t.a., or math, or writing, or colors, or shapes to a younger person were discussed. Materials and worksheets were made. How to get along with younger children was discussed. What the teacher would expect of the tutor was also talked about.

Each person who wanted to tutor was placed at either Jackson Park, or Pershing in accordance with the school's needs and the tutor's schedule. Arrangements were that almost everyone would be tutoring during his own unscheduled time. Any time out of class was to be made up during the student's time.

The students are excited about the program. For many of them it is their first taste of success. Somebody needs them and looks to them for help.

The response from the teachers at Jackson and Pershing is very positive. Some of the teachers have asked for more tutors.

This program is in its early stages now. The sophomore tutors can see many of the ways one goes about learning as they try to teach. They are actively learning themselves. With their enthusiasm for the program there is bound to be a high measure of success concerning attitudes and interest in school." [6]

TUTORS IN THE ELEMENTARY SCHOOLS

Placement was a cooperative effort between program teachers, cooperating teachers and the tutors. Tutors always had the option of requesting a change and similar requests of cooperating teachers were also honored. Prescriptions were given to the tutors, and tutors were encouraged to plan the remediation. Some of the placements deliberately matched a child with a tutor who had the same deficiency as the elementary child. However, the tutor's interests always were a prior consideration. Tutors, regardless of their placement, were concerned that they do a good teaching job. They were very proud of the prestige the position granted them. One boy consciously carried his tutoring materials so his third grade math book would be obvious to his junior high school friends. When they asked him why he was only doing third grade math, he proudly informed them that he taught third grade at an elementary school. Once placed the tutor had primary responsibility for his task which included arriving on time, creating and/or assembling his materials, consulting his cooperating teacher, disciplining the tutoree, and evaluating the learning experience. This necessitated a freedom that non-tutoring peers students envied.

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[6] Taken from a memo to Dr. Boyer, Senior High School Principal, from Mrs. Barbara Marlinghouse and Miss Leslie Gold

The non-tutoring students generated enough interest that both the junior and senior high schools' papers spotlighted the program.[7]

ASSESSING THE ACTIVITIES AND ATTITUDES OF TUTORS

The activities of tutors varied. Tutors also played various roles for the teachers; some were teacher's aides who did clerical and monitorial tasks; some supervised whole class activities or gave assistance as individuals in the group raised their hands; some instructed small groups in basic skills or drill activites; some listened to reading groups; some taught complex skills on a one-to-one basis; some lead learning games; some diagnosed deficiencies and then asked for teacher directions for remediation or planned remedial exercises. Tutors and cooperating teachers submitted lists of specific activities and the following excerpts illustrate the diversity of tutoring activities tutors listed:

a. My subject was handwriting
b. Teaching them to read, spell and speaking clearly
c. Made worksheets; teach with games such as number bingo
d. (Taught) shapes, numbers, naming different objects
e. I made dittos in i.t.a. all about puzzles, pictures and games
f. I have taught math, gym, reading
g. I made the child read out of his storybook. I gave him flash cards reviewing words. When he completed his homework, I gave him puzzles and things he liked to do.
h. Taught math, reading; was a Big Brother
i. Teaching the children how to read, write, any questions they asked, playing outside, playing with them and many more things
j. I have taken five students a week and taught them to carry the exact number when adding and borrowing in subtraction
k. I helped a little boy build his reading up to the requirement of third and fourth grade level
l. The main thing I really did was to teach multiplication. I taught two girls their multiplication and helped with reading.
m. I have taught a boy how to tie his shoe, reading, writing, math and spelling
n. I have tried to teach my boy to read and pronounce his words better. My boy is from Central America. I have also tried to teach him some math.[8]

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7 See reprints in the appendix

8 Taken from reports submitted by tutors only the spelling has been changed.

Teachers listed activities such as:

a. Listen to youngster read--provide youngster with security that at some point in the day one person had time for him alone
b. Took a small group of slow learners to work with them on i.t.a. symbols and number concepts
c. Helped children with daily assignments for troubled areas
d. Providing stimulation and motivation for hard-to-handle foursome
e. Checking and reading, taping reading
f. Grade papers, read with slow learners, review worksheets
g. Arithmetic practice with small groups and individual students
h. Gave spelling words from programmed reading, read social studies to him and helped him finish work[9]

As the tutors worked with students they discovered that just helping students do school activities was just part of a tutoring position. They suggested that tutors must have a particular attitude toward students:

a. You have to be patient, be friendly, and like little kids, have a cool temper
b. You have to want to work and teach because if you don't you will think it's boring and hard the first day
c. Be trustworthy
d. Not be bossy
e. Be responsible, hardworking
f. Be smart and keep their confidence
g. He has to be willing to undertake the job. Once they start they should keep going.
h. To like it but to give your full attention and to strive to do the best
i. One who has patience, time, likes children, makes up his mind to teach and not to just get away from school
j. He should be understanding, kind and realize that he was a small kid and loving
k. First of all you have to like working with little ones. Try to understand them. The main thing about tutoring is that you have to want to do it on your own, because when something is done on your own you take a better interest in it. [10]

Elementary school teachers noted that successful tutors in their schools displayed the following attitudes:

a. Must have a desire to help others

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9 Taken from reports submitted by elementary school teachers.
10 Taken from reports submitted by tutors. Only the spelling has been changed.

b. Have knowledge of material using--at least a jump ahead of child
c. Initiative, a desire to communicate with the children. An ability to put themselves in charge of the situation.
d. Friendliness--cooperative attitude
e. Interest in young children
f. Sincerity, courtesy (Teacher needs to be understanding toward the tutor)
g. Able to control themselves
h. Often those tutors who lack self-confidence and self-esteem work out as good tutors.[11]

In regard to the cooperating teacher, tutors had planned a set of behaviors that would allow them to work with the elementary school teacher as a team member. The tutors suggested and practiced:

a. Be kind and help the teacher
b. Understand what the teacher must cope with
c. Do exactly what the teacher tells you
d. Ask the teacher what needs to be taught
e. Use manners, be quiet when entering the room
f. Learn the way a teacher teaches
g. Make the teacher feel good because of the work she does [12]

Cooperating teachers offered the following comments on the tutors attitudes:

a. Sometimes unsure of themselves, generally very eager to help; eager to learn
b. Reticient toward me
c. He was always a gentleman and seemed to take pride in group and individual progress.
d. They were immature of course and had a tendency to be playful at times, but as a rule they were respectful and obeyed all school rules. The boys and girls adored them.
e. Responsive toward suggestions.[13]

On the whole, tutors were very cooperative but as one teacher noted they could be playful and they could forget school rules. The only major incident of the year involved a kindergarten tutor who "borrowed" cookies for all the other tutors. In fact, the tutors left the school with their cheeks and pockets stuffed. Understandably the teacher was concerned and the boys who were involved apologized and

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11 Taken from reports submitted by elementary school teachers.
12 Taken from discussions and lists made by students prior to placements as tutors.
13 Taken from reports submitted by elementary school teachers.

donated money to replace the cookies. The only punitive action taken by the program teachers was to give the tutors responsibility for solving the problem and to remind the tutors that they had been representing the junior high and that they had caused other teachers and students to doubt the maturity of the tutors. The tutors suggested replacement of the cookies as well as letters of apology to the kindergarten teacher and to the principal of the elementary school. They also surprised the program teachers and wrote similar letters apologizing for disappointing their supervisors. No other incidents were reported and this one did include some humor since the tutors shared their loot with the driver of the school bus.

EVALUATING THE TUTORING PROGRAM

The only meaningful evaluation of the program is a comparison of the stated goals with the actual operation of the program. No valid statistics can be presented; only the observable behaviors of tutors can be described.

Firstly, the tutoring program began as a means of offsetting the stigma of relearning basic skills within the experimental program. However, as program students and other underachievers tutored, implications were discovered for all students. The phrase "the best way to learn is to teach" was demonstrated innumerable times! Students taught handwriting and became concerned about their own penmanship; students taught reading comprehension and began reading more carefully; students checked math papers and discovered that careless mistakes interfere with learning; students observed a hyperactive child and acknowledged that many things can prevent successful learning. Since the program was designed to reinforce academic skills, tutors have ample opportunities to practice such skills. In addition to learning skills so that they could teach, tutors had the opportunity to devise creative approaches to standard learning problems. One tutor taught English to a foreign student by taking the child on "naming walks"--they walked and named objects which they saw and in so doing built the child's vocabulary. Other

students devised games to make learning fun. Students were motivated to learn new skills and to apply their skills in teaching situations and as they taught, their own learning was reinforced.

Secondly, the tutoring program was created so that the self-images of disabled learners could be built. Teachers noted that tutors, who previously lacked self-confidence, began to show a belief in themselves as they reacted to the respect they received from young children. The success that the tutors experienced coupled with the legitimate responsibility and trust given to them by teachers built their self-image. One, a tutor from the senior high school, epitomized this change. He was a seventeen year old student who had a third grade reading level, a fourth grade mathematic level, and language development of a ten year old. He was characterized as having a very short attention span and as being very withdrawn with no interest in school or in his classes. He walked with his head down, never looking up or talking to other students. He lacked confidence and talked to adults only when asked specific questions. After he began tutoring he began turning in class assignments, talking to other students and according to one of the counselors:

"He seemed to develop confidence in himself for the first time in his life. He felt that he had a place in society and heard words of praise and encouragement, a new concept for him. You might call it an 'ego transplant.' Every teacher that had him remarked about the tremendous change in personality. Even if he doesn't receive credit for his classes he has grown tremendously in self-respect and confidence. I am sure that the intangibles gained in this experience will never be able to be measured or appreciated except through his success as a citizen.

Other tutors have learned from him concerning teaching techniques as well as the importance of being well-groomed. . . .[14]

This boy had spent only three weeks assisting a defiant fifth grader learn to tell time when these changes were observed. Unfortunately, these changes were short-lived. As this boy encountered failure in his high school activities, the successes of his tutoring experiences could not build his battered self-image. He

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14 Quoted from a memo to Kay VanWessem from Mr. Lilburn Ochs, sophomore counselor.

dropped tutoring and returned to his excessively shy state.

Thirdly, the tutoring program intended to teach social skills. This was taught through role reversal which created personality growth. One girl who had a reputation as insolent and disrespectful requested a tutoring assignment. As a tutor she became responsible and an efficient diagnostician of reading difficulties. Unfortunately, her attitude at the junior high did not consistently reflect the attitudes she displayed as a tutor. Most tutors were most careful about setting good examples, and they frequently gave pep talks to their students. In one instance a sixth grader informed his tutor that "only sissies have neat handwriting." The tutor, a very [illegible]ly looking seventh grader, delivered a lecture in which he outlined the necessity of good penmanship. This talk was accepted by the child and he continued to practice under the tutor's direction. The children assigned to the tutors gained prestige from having extra help and they often fought (in the lower grades, several physical battles resulted) for tutors. The tutors were also trained to be alert for over-dependency on the part of their tutoree. This over-dependency had been a marked problem in the first year's program. Tutors shifted positions and consciously sought to teach the child to be independent. The tutors did note some problems for which they desired solutions:

a. Sometimes the child did not listen and didn't do his work
b. Kids lost patience
c. Little kids fighting
d. They always wanted to play instead of doing their work
e. Sometimes the children wouldn't obey me and sometimes they were noisy
f. Once in awhile a child gets restless and doesn't want to sit still but this happens very little [15]

Tutors often assumed the blame for their lack of success and they asked for:

a. I need to learn to keep my temper down
b. How to express myself in explaining myself

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15 Taken from reports submitted by tutors. Only the spelling has been changed.

c. More kids to help me
d. I would like to learn how to hold the interest
e. I would have liked more help on the child's part. I think some of them think a tutor is just nothing. One thing they should do is respect the tutor and realize they are here to help.
f. When I give the child homework I would for the parents to help
g. Sometimes I would have liked the teacher's suggestions. But I really didn't mind. I guess the teacher thought I could do it on my own. [16]

In the tutoring situation the tutor must be able to relate to the teacher and to the supervisor as well as to the children. One teacher recounted that a tutor asked if she could teach the whole class a spelling lesson after she had observed the teacher's techniques. The teacher was impressed by the open communication and by the professional way in which this girl handled the class.

A final goal of the program, the analysis of the learning process, allowed many discussions of sequential learning, positive reinforcement, and motivation techniques. The discussions of tutoring experiences provided many opportunities for the development of communication skills. Tutors discussed intended plans and critiqued the lessons after they were taught. Often tutors experienced concern for the personal needs of particular students. "Do you know that. . ." generally preceded an observation about what schools do to and for students. Tutors were most aware that the attitude of the teacher was crucial to the development of positive learning situations. Their acute awareness of what prevents learning caused the program teachers to be even more concerned about their own teaching techniques. Tutors often related their own prior failures and spoke about changes they could make in their learning styles. They also observed that many students have learning problems which are not a result of innate inability or of dumbness. Often they discovered that success in learning depends on motivation coupled with appropriate materials. One boy noted that his child couldn't do any of his assign-

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16 Ibid.

ments but that this was not because the boy was dumb. It was because the child had no motivation to learn anything. "He could learn it if he wanted to," said the tutor, "but he doesn't want to." This diagnosis perfectly fit the diagnostician but program teachers were most careful not to say to the tutor "But that is your problem also!" The tutors were aware that it was similar to their own problem. Tutors also noted many aspects of the teaching-learning process:

a. The first problem I had was when Randy said, "I hate you and not to come back." But the next time I realized he forgot because he ran up to me and took my hand.

b. Would you believe (my boy asked me) the facts of life. My boy asked me what certain words mean. I had a very hard time explaining this to him. I told him to ask his father, but he is always asking me.

c. The only problem I found as a tutor was not having enough patience with the kids. I didn't understand why they couldn't do the work right. But I realized it was new to them. [17]

The tutoring program has demonstrated several positive outcomes: Underachievers have been motivated to relearn basic skills; their self-images have been improved; they have learned necessary social skills; they have reinforced their academic learning by teaching others; and they have studied the learning process. They have also had the opportunity to give needed service and experience a positive relationship with school. Young students who received tutoring have been provided with help when they most needed it; they have had their confidence built; they have experienced learning by example. Teachers have been able to utilize tutors to give slow learners needed assistance, to individualize instruction and to assimilate new students into the class activities. Parents have thanked the district for providing extra help for their students. An administrator summarized the program by writing:

"When we talk about individualizing instruction in University City, the tutors that your program provides, has enabled us to move many steps closer to this goal. When I see boys and girls come into this building everyday on time, well-mannered, well-behaved and well-dressed, and yet know the personal school

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17 Ibid

history of some of these youngsters who were never any of these things; something good is happening.

Your program provides an opportunity for our over-age children to keep up with their social groups because they receive the necessary individual help which they need." [18]

The program has continued because of its acceptance by administrators, teachers, tutors, parents and students. The only evaluation available is that data collected based on observations of behavioral changes of students and tutors. The tutoring program will continue as long as such acceptance exists and as long as a need is demonstrated. Future plans for expansion involve an exchange of information with other tutoring programs.[19]

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18 Quoted from a memo to Bill Page from George Rau, January 12, 1968.

19 Dr. Herbert Thelan of the University of Chicago is organizing a workshop for summer 1968 so as to facilitate such an exchange.

APPENDIX

Summary of CEMREL Program

Evaluation of the Tutoring Program (July 5, 1967)

Participants in the Fall 1967 Tutoring Program

Publicity on the Fall 1967 Tutoring Program

A Comprehensive Remedial and Developmental Program for [illegible]

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The disabled learner is a child who is seemingly bright enough but fails to learn. He is variously described as an underachiever, slow learner, behavior or emotional problem or just plain lazy. The years of frustration and failure preceding junior high coupled with the onset of adolescence and the approaching limits of mandatory school attendance necessitates different treatment for junior high students. Because of the complexity of the problem the concern is not solely the remediation, but for the total learning enviorment, and for the learner's self-concept.

The primary purpose of this project is to establish a comprehensive remedial and developmental program which will enable 7th and 8th graders with manifestations of learning disabilities to profit more fully from their junior high learning experiences while in this program and in reintegration in regular school program.

Any child given a genuine choice to learn or not to learn will choose to learn. The teacher's objective is to teach 100% ~~proficiency~~ of the material to 100% of the children to 100% proficiency. Slow learning is no more than coming to a task without the necessary preprequisites to do t at task. Telling is not teaching.

Children are removed from standard curriculum to concentrate on reading, arithmetic through their special interests and needs. Parent conferences are used in lieu of letter grades and report cards. Children are on a completely individualized program, at given times they may choose to work or not to work If they choose not to work they are permitted to ply quiet games, talk or do nothing.

The teacher changes from task-master to resource person;from lecturer to tutor; from controlling activities to guiding and setting limits according to individual needs. The teacher must develop both a tolerance and a knack for diverse activities. The ket to teacher attitude is a sincere respect for each child's learning style.

The children use a self-contained single classroom type of area. Movable partitions and furniture arrangements permit division of areas within the room.

In a six-hour school day, two hours are used for special subjects including: Phys. Ed., Art, Music, Industrial Arts and homemaking. The children are scheduled with regular classes. The remaining four h ours normally devoted to English, Math, Social Studies and Science are used in an unstructured block of time---10:30 to 3:00 with a 1/2 hour for lunch. During these four hours the child may work on whichever subjects he chooses for the length of time he chooses.

The basis for discipline is Y ou do not have to work but you may not keep another person from working. Thus there is NO tolerance for any form of horseplay, teasing, physical cont act or abuse of material. There is quiet talking, working in groups, movement around class and a variety of activities going on at the same time.

Some of the materials which are used in the program are the following:

Teaching Aids	Standard Material	Equipment	Supplies
Cuisenaire rods	SRA Kits	Tape recorders	Ditto masters
Flannel board	Texts	Record players	Paper cutter
Abacus	Workbooks	Ditto machine	Scissors
Charts	Worksheets	Variety of furniture	Craft type supplies
Maps	Programs	Indivudal Storage	Paper
Games	Activity Books	File Cabinets	

The child is taught that the object of school is to learn. Some of the techniques and teaching methods are these: Assist one another and work in groups of their own choice. Volunteer for activities and tests. Make their own worksheets and do self-diagnoses. Set their own goals and chart their own progress. Tutor in Elementary School. Work on independent projects.

The program has gone through three phases and the fourth phase is in the final state.

Sept. 1966 - Jan. 1967	Phase I Planning and research
Jan. 1967 - June 1967	Phase II Pilot Program 30 seventh graders with 2 teachers. 1 semester
June 1967 - Sept. 1967	Phase III Evaluation Revision and Planning for replication of pilot program
Sept. 1967 - June 1968	Phase IV Replication Phase 30 new 7th graders for full school year

At this time plansfor the future include the following:

June 1968 - Sept. 1968	Teacher Training Workshop
Sept. 1968 - June 1969	Programs at several schools to determine value of program in variety of settings by variety of teachers
June 1969 - June 1970	Dissemination throughout 4 state area covered by CEMREL

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EVALUATION REPORT: THE TUTORING PROGRAM

A Comprehensive Remedial and Developmental Program for Disabled Learners at the Junior High Level

William R. Pape, Program Activity Director

Central Midwestern Regional Education Laboratory

This program made pursuant to Contract No. OEC3-7-062875-3056 with the United States Department of Health, Education and Welfare, Office of Education.

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THE TUTORING PROGRAM

Overview

As outlined in the general evaluation report of the project, a major activity of the project involved tutoring in the elementary school. Students from the project were assigned to two elementary schools in which they participated in various aspects of the teaching-learning process. For many students the tutoring assignment was a vital part of their role as "CPP" students. As tutors they were allowed to leave the building and to spend an hour or more per day tutoring specific elementary students and becoming involved in classroom activities. The tutoring projects were closely coordinated with the academic activities, examples of which are given in the general evaluation.

The tutoring program served several definite functions within the general program. Primarily, the tutoring program was a motivational device used to encourage students to learn basic skills. Students thought that they "knew" how to do most of the skills taught in the primary and middle grades. They hesitated about learning primary-level reading and math skills for their own benefit, but they were willing to "relearn" such skills so that they might become tutors. In addition, the tutoring program provided a means for building the self-images of these disabled learners. The students were very enthusiastic about obtaining the status of teacher. This prestige was accented by the freedom required for the tutoring schedule; students left the building daily either by bus or by walking across the street to the elementary school. In the eyes of their non-project peers these activities were great privileges. Furthermore, the attitudes of the elementary students increased the self-images of the tutors. For the elementary students the tutors were a very special aspect of their school day. The young children appreciated the academic help, but they also valued the personal attention lavished on them by their tutors. In a letter to the project director, (see appended materials) the elementary teachers listed this attention as a vital aspect of the program.

Many of these elementary students did not receive the necessary positive attention of parents or peers, and the junior high students were able to provide this much needed social development influence. Moreover, the project students gained social skills as they developed positive relationships with the younger children. Many of the project students needed this training in relating to other students. Finally, the feeling of being needed further developed a positive self-image for the tutors.

The tutoring program also provided a means for reinforcing the academic learning of the tutors. As demonstrated in previous tutoring programs (see appended materials), it was hoped that the tutors would learn while they taught. This was evidently one influence which aided the testable academic gains made by the tutors.

Finally, the tutoring program was the practical, on-the-spot consideration of the teaching-learning process. One goal of the project involved helping students understand some aspects of the learning process. As students tutored they confronted a variety of situations demonstrating learning theory. Prior to the tutoring assignment, tutors observed elementary classrooms and made reports of their observations. This observation sheet (see appended materials) helped the students look at the classroom objectively, and this sheet was used as a basis of their oral reports to the rest of the group. Thus, students practiced observation skills and were given an opportunity to relate their experiences to the group. Students also practiced being tutors by role playing and critiquing one another's teaching techniques. Students wrote "lesson plans" (see appended materials) and presented their lessons for peer criticism. They also learned to listen and sometimes accept peer criticism. In addition, students discussed teaching "techniques" and considered how they learned specific tasks. It was most interesting to hear them specify teacher behaviors which would increase student learning. In a future project, this aspect of the program could be strengthened by use of learning-psychology demonstrations such

as the Skinner box. When students were confronted with their tutoring assignment, they tried to apply their "theoritical" knowledge and to ask for teacher assistance in solving the proglems they confronted. Tutors soon realized that learning is a complex task, and they were most concerned about the interest and ambition of their students. Based on this experience the project teachers assisted the tutors in adjusting their own attitudes toward learning. This also reinforced the overall orientation of the project which stressed individual committment, "If you do the materials, you will learn", and exemplified the necessity of students succeeding when they were intrinsically motivated.

Thus, the tutoring program epitomized many of the goals of the total project and provided motivation and subject matter for student activities.

Specific Arrangements for Tutoring

Blackberry Lane

The tutoring program was offered to the elementary school located across the street from the junior high. The principal was very enthusiastic and allowed prospective tutors to observe classes in his school. As tutors were available for placement some difficulty was experienced. Although never specifically stated, initially some of the primary teachers seemed apprehensive about junior high students as tutors---perhaps they hesitated because they feared that the tutors would need more supervision than the teachers could afford to give. After arrangements with another school had been made, the original school found places for five boys in reading, math and physical education with second and third graders. As tutors began their work, the teachers became most enthusiastic and desired more tutors. Unfortunately, by that time there were no more tutors available!

The boys who tutored at Blackberry Lane were responsible for arriving at and leaving the elementary school at appropriate times. Although, one of the project teachers attempted to observe the tutors "at work", other demands prevented her from doing as much of this as desired. The principal, however, was

most enthusiastic; he observed the tutors, checked with cooperating teachers, and relayed information about the progress of the program. These boys developed a great deal of responsibility for their own behavior and for that of their students. They often took small groups (4 students) to another classroom and supervised their behavior and learning without teacher assistance and with only a few incidents of misbehavior. The elementary children were well-behaved, possibly because of the prestige of having special help.

In talking about their tutoring experiences one of the boys emphasized that he had made friends with the children. This boy and another boy received elaborate thank-you notes and a farewell party from their students. These boys had checked papers, listened to reading groups, reviewed lessons with children who had been absent, helped students use supplementary math and reading materials, played learning games and practiced new concepts with small groups. They also had one special activity--a dramatic production. The boys teamed in teaching the children a play, in directing their "acting", in making props, and in presenting the play to the rest of the tutors at the junior high Little Theatre.

Another boy assigned to this school had very similar activities and also spent some of his time assisting the physical education teacher. This boy's Latin teacher and the school nurse (she serves both the junior high and this elementary school) noticed definite changes in this boy's behavior. Since he was close to being a behavior problem and since he seemed unable to relate to other students in a positive fashion, he had not been immediately placed as a tutor. However, when he received his tutoring assignment he began to be more interested in many aspects of the program. He had good success with the young children and in the opinion of the principal the children reacted very positively toward him.

The fourth boy placed at this school was one who had definite psychological problems. He did, however, work hard as a tutor. Unfortunately, he attacked this as a job to be done rather than as an exciting activity. He did not develop

an awareness of how the children learned. Another two boys were placed temporarily at the school: One as an assistant to the physical education teacher and one as an assistant to the art teacher. The latter boy determined that he had too many other projects at the junior high (he was taking science) and by mutual agreement with his cooperating teacher dropped his tutoring before the program ended..

As a result of the successes of the program, the principal requested volunteers for a summer program for some of his students as explained latter in this report. In addition, plans were made for continuing this program at his school for the next year.

Delmar-Harvard

While experiencing the delay in tutoring arrangements with Blackberry Lane, one of the project teachers contacted one of his former associates at Delmar-Harvard. His explanation of the tutoring program was greeted by very enthusiastic responses. Since this elementary school is experiencing an influx of "culturally disadvantaged" children, the teachers welcomed the academic and social assistance that the tutors could provide. At the height of the program 24 students were assigned in four rooms. During the program 5 students were dropped because of their lack of interest or the teacher's suggestion that they were not fully participating. The concentration of tutors was in the remedial reading room---i/t/a was being used by third graders. (See appended materials for view of students disabilities.) Activities of the tutors involved math and reading (traditional and i/t/a). The involvement of the tutors is best expressed by individual examples of activities.

One very difficult second grade boy who had many home problems not only behaved for his two tutors, but he also tried to do his academic work. In this case, as in many, the matching of tutor and child was in part on the basis of personalities and and obvious student needs. This boy, Ronnie, created a disturbance in his classroom which upset two of the observing tutors. They

requested Ronnie as their student and discussed ways of helping him. One of the tutors was a pre-delinquent and the other was a very well-behaved quiet boy. The tutors decided to talk with Ronnie informally and through their efforts convinced Ronnie to apologize to his teacher. Ronnie was thrilled with the attention and tried to be well-behaved for the two boys who wanted to help him. The tutors spent extra time with Ronnie, after the regular tutoring time in "psychological counseling sessions". Unfortunately, Ronnie did not make great strides in his academic work. He would not work when he was not with his tutors, and he became very dependent upon them. This negative consequence of the program is discussed at a later point.

Another tutor, a girl, developed a very close and perceptive relationship with her student. Again, this student, Julie, needed encouragement and a positive relationship with an older child because of a poor family situation. Julie's tutor encouraged her to talk about her problems and to "do her best". The tutor varied activities to keep Julie interested and introduced Julie to library books. The two girls also assisted one of Julies fellow students--Julie played teacher and helped her classmate with skills that she had learned from her tutor. The tutor also played sound Bingo and practiced oral reading to help Julie develop reading skills. This tutor was most concerned with identifying Julie's problems and helping her to remedy them, "(Julie is) smart she just needs to use it."

Other examples of activities are highlighted in the letter from one of the cooperating teachers. (see appended materials.) Another teacher of first graders was most impressed with the responsibilities one of her tutors assumed. He was able to keep the entire room quiet and busy when she had to leave the room for a sudden conference. One teacher, however, requested that five of the eight tutors be removed from her room. She felt that they upset her students rather than helping them. Two of these students did not return to tutoring at their own request, but the others were satisfactorily placed in the

remedial reading room.

Attitudes of the Tutors

When the tutoring program was introduced, the prospective tutors were very enthusiastic. The novelty of the experience coupled with the prestige of being teachers motivated students to complete academic tasks so as to be considered for a tutoring assignment. Enthusiasm dropped off when difficulties were encountered in placing students at the elementary school as outlined above. Once arrangements were made enthusiasm returned for some students, but, generally students attitudes were dependent upon their tutoring experiences. Those few who disliked tutoring had various reasons: Some could not persevere in patiently assisting the slow student; others could not see that learning is not an automatic "teacher teaches---student learns" situation; a few encountered students who were difficult to control because of emotional or psychological problems. This latter group was offered a chance to change students if they wished to continue tutoring. When a tutor requested a different child or a release from tutoring, his request was honored if he could talk about his problems. In other words, the tutor was encouraged to think about his dislike and either identify or rationalize his dislike. Assistance was given as often as possible in the development of materials and strategies, and project teachers observed almost all tutoring activities.

Most tutors had great satisfaction and success and mentioned this in their journals and in their conversations with teachers and friends, both in and out of the project. These tutors became actively involved in the teaching-learning process, and they were challenged by the needs of their students. They also heavily relied on the understanding and of their project teachers. These tutors developed close relationships with their students; they exchanged telephone numbers, and they frequently asked to stay with their students beyond the alloted time for tutoring. The tutors began to regard

their own teachers with a great deal of pride----especially when the tutor introduced his child to an observing project teacher; a special gleam seemed to light the tutor's eyes as he said to his student, "and this is my teacher".

Unanticipated Consequence of the Program*

After the tutors stopped coming to Delmar-Harvard, quite of few of the third grade students seemed to stop working. Apparently these students had become so overly dependent upon their tutors that all of their motivation came from the close interpersonal relationships that had developed. With some students this "lack-of-ability-to-go-on" was a rather sustained state. Others apparently overcame this condition after a short interval and a "back-to-pre-tutor" behavior was achieved.

Eventually all did, in fact, return to this pre-tutor behavior. In all but a few cases the academic status of the students was markedly higher after they had been tutored. In view of these positive and negative consequences of the program, suggestions were posed concerning the manner in which the program should be culminated. Toward the end of the experience the visits of the tutors should be gradually lessened. Working from five visits per week to four to three and so forth is seen as desirable. Also the make-up of the tutored time in each visit could easily be altered. A tutoree could be allowed to work alone for a brief time to be preceded or followed by tutoring. The goal of this approach would be, prior to the ceasing of the tutoring, that the tutoree could solo during one reading period in self-motivated meaningful experiences with his tutor rather passively watching. Another aspect that could be explored is the ceasing of tutoring on an individual basis at the time when it is felt that the tutoree has arrived at a normal or acceptable point of self-direction, self-motivation and self-achievement.

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*Observations made by Mrs. Susan Beecher, cooperating teacher at Delmar-Harvard to Frank Zeitz, project teacher.

Implications of the Tutoring Program

The tutoring program incited the interest of a group of eighth grade students who volunteered for the summer program in connection with Blackberry Lane as mentioned above. There was also an eleventh grader who spent three hours per week at the junior high as a "teacher's aide" and tutor for project students and there was a ninth grader who tutored project students in reading and math and marked their worksheets during her independent study time. These students were excited by the involvement with other learners and by the satisfaction they experienced while working as tutors. The " each one, teach one" philosophy of the tutoring program has indicated broader implications for all schools and particularly for the project school which serves as a teacher-training center in connection with a local university.

It is evident that the tutor gains as much from the tutoring experience as he gives, and therefore, all levels of education could utilize the skills learned by the level above them. The "each one, teach one" philosophy could provide needed introductions to the teaching-learning process for prospective teachers. In affiliation with junior or senior high tutors, college students could receive experiences in teaching and in watching learning develop. These college students could observe learning as a process and consider the myraid factors which influence the learning of each bit of information. Senior high students could assist junior high students prepare for academic or tutoring activities, and junior high students could continue tutoring elementary students. (see diagram and appended materials.) This utilization of talent and the immediate application of learning in a teaching situation could have most significant influences, especially for those students who have difficulty in the academic environment.

Summary

The tutoring program was an integral part of the total program and the results are such as to encourage such programs on various educational levels. If

more time could have been devoted to mismatched tutor-elementary student dyads, perhaps all tutors could have been successful teachers. Most students benefited from the experience, but measuring devices must be refined so as to evaluate the influence of the program. This is especially true in respect to the development of social skills. Behavioral changes were noted but could not be measured. The results from the elementary teachers viewpoint were such that there should be no problems in placing tutors in future situations. Finally, in future such programs tutors may be better prepared for dealing with their students because of the data observed in this experience, and because of an increased awareness of the value for both the tutor and his elementary student.

APPENDED MATERIALS

The following materials are included to exemplify and to reinforce the general statements made in this report.

PRIOR RESEARCH ON TUTORING PROGRAMS

Article from ST. LOUIS POST-DISPATCH, September 17, 1966:

TUTORING PROGRAM FOR CHILDREN IMPROVES YOUNG TEACHERS TOO

NEW YORK, Sept. 17 (UPI) ___ A one-way project aimed at helping scholastically retarded Negro and Puerto Rican children in New York's lower East Side schools has surprised its sponsers by becoming a two-way improvement program. The teachers, youngsters themselves, get smarter too.

This was reported today by Robert D. Cloward, research associate at Columbia University's School of Social Research. The school evaluates research programs of the Mobilization for Youth, which created the New York project, known as the Homework Helpers Program.

Since the program began in 1963 more than 600 high school students have worked as tutors with about 2000 children in 16 lower East Side elementary schools.

Cloward said that reading levels of all participants were significantly improved but the big surprise was that the abilities of the high school tutors---many of them poor students themselves at the start—"surged ahead three-and-one-half years on the average in a period of seven months."

As a result, Cloward said, an effort will be made to enlist as tutors more boys and girls who are doing borderline school work. High school dropouts will also be encouraged to join the project as tutors. The belief is that many might then be inspired to resume schooling.

The young tutors are paid for their work. With the co-operation of the city's Board of Education, 150 high school students will be hired this school year and be paid $12 a week for eight hours of tutoring.

Excerpts from an article in PARADE, July 2, 1967:

A SCHOOL WHERE KIDS ARE TEACHERS By John G. Rogers

.....(Overland Park School District) one in which fourth-, fifth, and sixth-year pupils are excused from class twice a week to teach first-, second-, and third graders who need help in arithmetic.....As soon as the classroom teacher in first, second, or third grade sees a child falling behind, she applies for a cadet. This is usually a superior and articulate pupil, although we've often found that a B student often makes a better cadet teacher than a A student. The A student is more likely to be impatient.....This cadet teaching has had momentum right from the start because it's a great novelty for a small child to be excused from class to go out and meet his older friend and do some school-work together. It's sort of a little conspiracy in education that makes fun out of work.....While the cadet system was installed to benefit the small slow-pokes, it's also had an interesting effect on their tutors. Given the responsi-bility of teaching a child changes quite a bit—he matures overnight, dresses better, is more considerate, becomes a better young citizen. And, somehow, the exercise of teaching seems to make him a sharper learner in his own schoolwork.

CLASSROOM OBSERVATION

_____DATE _____ _____NAME

GRADE VISITED_____ SUBJECT_____ TIME _ _____

TEACHER_____

ROOM DESIGN

1. How are the desks, chairs, or tables arranged? Diagram, if necessary.

2. What decorations, announcements, or exhibits are posted on the bulletin boards?

3. What colors are used in the room design?

4. What books and supplies are used in the room?

5. What kinds of mechanical equipment are used in the room?

6. What other information can you give about the room design?

STUDENTS

1. How many girls and how many boys are in the class?

2. Give any information about the students which is necessary to understanding the techniques used in the lesson.

LESSON

1. What was being taught? Give specific information.

2. How was the lesson introduced by the teacher?

3. What new information did the teacher present to the students?

4. What techniques of teaching did the teacher use?

5. What kinds of aids did the teacher use in presenting the lesson?

6. What did you learn from the lesson?

SAMPLE LESSON PLANS DONE BY TUTORS

Lesson Plan by Steve A.

Activity: Counting Board

Method: To teach kids how to add on the counting board and to show them place value.

Procedure: To work the counting board you first have to think of a problem like 4 + 3. Now you have your problem. Then you take the counting board and put 4 over in the ones place. Than you put 3 more in the ones place. Then you have the answer, 7. If you have a problem like 9 + 1, you have to put nine chips in the ones place and add one to the tens place and put the nine back because it is in the tens place. The counting board can show you also one, tens, hundreds, thousands, etc. all the way up to billions.

Lesson Plan by David E.

Activity: Arithmetic

Method: To teach the child in arithmetic I will use blocks. The child will learn to add with the blocks.

Procedure: Tell the child to count the blocks. Let's say I have 6 blocks, (David provided illustrations of the blocks) Now to get 10 add 4 more blocks. Tell the child to count the 4 blocks. Then count them all together and he should get 10. Then ask him how he arrived at the answer.

Lesson Plan by Ken E.

I tell the kids my name. Then I ask them their name. Then I ask what they know about multiplication. And then I start to show them how to multiply. (In his demonstration to the class Ken used the blackboard for examples.) Then I give them a practice test. They put their name in the right hand corner and date. After that there are 18 problems. When they finish the 18 problems I ask them to tell how they did them then I say, "Make some up of your own and put the answer to them." (Ken wrote the test with one digit problems.)

Lesson Plan by Harriet B.

Activity: Writing

Procedure: I would tell them to watch me write a letter and then I would tell them to write the same letter that I wrote. After that I would write a word and have them write the same word. If they still don't understand what I am doing I would take a letter at a time and show them very slowly. I would guide their hand. The most important thing is the hand they write with. You would know what hand they write with by the one they pick the pencil up with.

DIAGNOSTIC REMARKS AND SUGGESTIONS REGARDING STUDENTS AND THEIR TUTORS INCLUDING INFORMATION FOR PLANNING LESSONS*

1. Gary S.

Loses interest easily and gives up. Interested in what others are doing. Very little sight vocabulary, expression, comprehension. Needs to be kept at task. Careless spelling, letter reversal.

Suggest daily pattern that varies a lot and in a place where he doesn't see others. Do Book 4 story and questions, switch to workbook and perhaps you can include some material on an easier level to build smoothness, with questions for comprehension.

2. Eddie R.

Very interested in others. Responds well to praise. Word attack stronger than comprehension. Needs to move around some but returned to task at end.

Suggest you continue working in separate place and varying activities. Add some easier material for reading with expression and include comprehension work.

3. Michael B.

Very limited ability. New to i/t/a. Memorizes instead of attacks. Continue good work so far and the bringing in of games, etc. to teach sounds. Perhaps you could develop comprehension items for Downing books which call for answers to questions that memorizing can't cover as words must be rearranged.

4. Robert H.

Limited ability. Physically slow moving. Dependent. Good on sounds but difficulty in blending words. Continue your excellent plan. Thrives on success, praise.

5. Julie S.

Excellent word attack. Limited comprehension. Lacks initiative. Continue excellent variety. Include things on easier level that call for skimming to find exact answer. Do something very easy every day so you can legitimately praise highly. Use short-term goals for her such as doing 1 story, 1 page, etc.

6. Kenneth M.

New to i/t/a. Lazy. Highly distractible. Fidgety. Inclined to guess rather than attack words and read without comprehending.

Allow for some brief movements but get back to task at hand very soon. Use activities which have him sound out words. Ask him comprehension questions page by page. After some work in his Book 2, switch to something very easy a while--as Downing with some questions.

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*Quoted from letter to tutors from Mrs. Susan Beecher, cooperating teacher at Delmar-Harvard.

7. Henry P.

Usually quiet. Tends to watch others. Anxious to move up. Uses context rather than word attack. Reverses letters, spells carelessly at times. Responds well to praise.

Have stories read orally as you are doing. Include easier material for oral reading and encourage expression. Stress letter formations in written work.

8. Anthony F.

Weak on sounds, word attack. Tends to guess instead. Doesn't always follow story plot as he reads. Dependent on others. Tend to work only under direct supervision. Wants to succeed.

Review sounds daily. Stress letter formation. Perhaps he could write 5 sounds you pronounce as an opening exercise or spell 5 easy words. Ask comprehension questions on each page. Occasionally do some easier reading for speed.

9. Keith C.

One of the highest in ability. Knows sounds well and good comprehension. Tends to ask for help he doesn't need. Responds well to praise. Competitive.

10. Bruce F.

Knows sounds. Trouble with comprehension. Short attension span. Was moved into i/t/a after several months in t.o. reading class. Persistent reversal of letters. Careless spelling.

Vary activities as he loses interest- some oral reading, some questions, etc. Needs reinforcement as each part is done. Tutor needs to take the initiative. Do some easy oral reading for smoothness, speed.

NOTE: Compare these remarks with teacher's observations about the tutoring in progress, p. 12.

OVERVIEW OF TUTORING IN [illegible]

I am very enthusiastic about the use of this program in general. There is definite measurable growth on the part of my students who are involved, even in a short time.

Primarily I feel the success is due to these general factors:

1) The 1 to 1 working relationship.

2) The chance for more attention <u>when needed</u>.

3) The opportunity for immediate reinforcement.

4) The chance for the tutor to vary activities enough to sustain interest in those with short attention span.

5) The organization of the remedial content in individual fashion so that each child works independently and does not need to go to the teacher to advance further. Therefore, when the child works with the tutor, he gets <u>more</u> supervision rather than missing out on group work as group activities are used sparingly.

6) The identification with an older child by children with emotional needs and questionable home environments.

Specific cases enhance the argument even more.

A) One boy, Eddie R., has been a behavior problem all year and showed no ability to complete work on his own at all. He came to the class assigned to Book 1 but seemed unable to handle it so was changed to Book 2. For several months he was still in Book 2. Since being assigned a tutor, he has finished almost all of his Book 3 question sheets, done parts of his workbooks, and recited many word wheels. By doing a variety of things each day and taking him to a more isolated place, Marilyn (his tutor) is able to keep him from wandering idly around and becoming distracted.

B) Another boy, Robert H., has always been considred borderline as to need for Special District services. Upon entering school he was unable to talk. He spent 2 years in Primary I. This year in Primary 2, he was in Book 2 since September without completing any question sheets. When left on his own he was unable to accomplish any work. Since his tutor, Allynson, began with him, he has completed Book 2 and all of Book 3!

C) A boy, Henry, who entered during the year was anxious to progress through the books but never completely mastered the sounds. Now he does his written work but also gets oral reading every day with his tutor, Patti, and word wheels to build sight vocabulary.

D) Two boys just entered 1/t/a and needed much individual work on sounds that the class as a whole had passed. One, Kenneth, is very dependent and lazy,

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*Quoted from a letter to project director from Mrs. Susan Beecher cooperating teacher at Delmar-Harvard, March 20, 1967.

and his tutor, Esther, can direct his attention to the work at hand. The other, Michael, has a test score indicating need for Special District and cannot use the material the others do. His tutor, Jean, has been preparing special sound and sight word materials for his level of ability.

E) Another boy, Anthony, has come in during the year and wished very much to achieve. However, he is lazy about independent work and weak in comprehension. He used to turn in many sheets with practically every answer wrong. With Debbie's (his tutor) help he pays closer attention to what he is writing and gets more help in sounding out.

F) One girl, Julie, transferred from another school and was in a group by herself. She was conscientious but lost interest in too much independent work. Frances (her tutor) has brought in much extra material, diagnosed and prescribed for her writing difficulty, and varies daily work to keep her interested. (See also page 7 for more details about France's activites with Julie)

G) A boy named Cary is highly distractible and of low ability. He experienced so little success he usually gave up without trying. When tutors were switched, Olivia took Cary to a quieter place, and he accomplished more. By varying activities his production is sustained longer.

[illegible] BY PROJECT DIRECTOR CONCERNING EFFECT OF THE [illegible] ON PROJECT STUDENTS MENTIONED IN TEACHER'S OBSERVATIONS*

Thank you for your letter indicating the effect of the junior high tutoring program on the children in your classes.

I would like to take this opportunity to thank you for your cooperation in working with the seventh graders in our program. Your interest and enthusiasm has enabled us to involve our students in many activities which we hope will result in worthwhile learning experiences for them.

Among teachers it is idiomatic that "the best way to learn a subject is to teach it." And, although research has been done which would indicate a real value in tutorial programs for both parties involved, there are still questions in some people's minds as to the value of a 7th grader or higher teaching a 2nd grader or lower. I am especially pleased that you have empirical evidence of an improvement for your students.

We have not yet attempted to measure improvement in our students; but some of the anticipated benefits which I feel are specific value to the tutors are as follows:

1. Development of those social skills necessary to establish a working relationship with the individual being tutored and the supervising teacher.

2. A practical lesson in the value of motivation and its relation to learning.

3. An increased understanding of the learning process; especially, recognition of the value of elements such as repetition, memory, attention, continuity, concentration, varied approaches, teaching aids, and meaningfulness.

4. An improvement in self-concept or self-image through feelings of being appreciated and being useful.

5. A practical lesson in assuming responsibility for the total tutoring relationship including preparation of teaching aids, teaching techniques and an understanding of the natural consequences of doing less than an adequate job--their pupil rebels or they otherwise lose control of the session.

6. Identification with young learners who have learning problems similar to their own problems.

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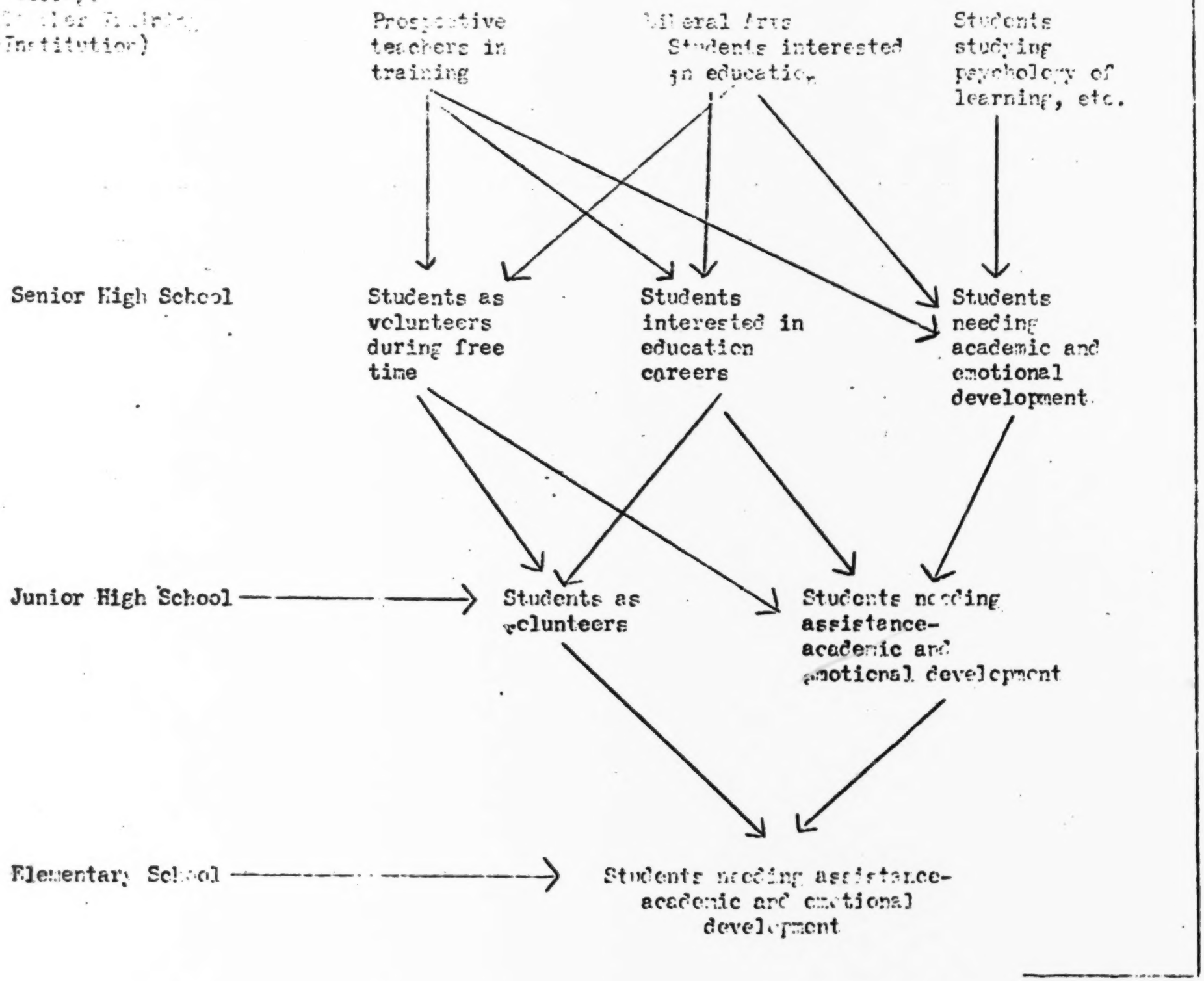
* Quoted from letter of March 22, 1967 by William R. Page to Mrs. Susan Beecher, cooperating teacher at Delmar-Harvard.


College
(Senior Training Institution)
Prospective teachers in training
Liberal Arts Students interested in education
Students studying psychology of learning, etc.
Senior High School
Students as volunteers during free time
Students interested in education careers
Students needing academic and emotional development
Junior High School
Students as volunteers
Students needing assistance-academic and emotional development
Elementary School
Students needing assistance-academic and emotional development
Assistance from:
Education specialists
Social workers
Psychologists
Subject area specialists
Students' teachers

SCOPE AND SEQUENCE OF THE TUTORIAL PROCESS

I. Three main phases of program:

A. Methods Course: (taught in English and Social Studies courses.) Covers such items as these:

1. Appearance
2. Manners and respect
3. Cooperation with teacher
4. Value of praise and criticism
5. Philosophy of learning
   a. Learn by doing
6. Personality and disposition
7. Individual tutoring of tutors
8. Conferences among tutors
9. Reading and study in subject matter area
10. Conferences with teachers
11. Seminar type discussions
    (with Brittany teachers, Blackberry Lane teachers, administrators, and tutors)
12. Blackberry Lane children come to Brittany for demonstrations and work in our facilities.
13. Blackberry Lane teachers speak to Brittany classes
14. Learn to run A-V equipment - ditto and mimeograph

B. Material Preparation: (taught in art, crafts, industrial arts, and home economics courses.)

1. Teaching Aids
   a. Items made of wood
      (1.) Oversized:
         (a) rulers
         (b) protractors
         (c) counting frames, boards or blocks
         (d) geometric forms
         (e) thermometers
         (f) models
         (g) games

   b. Work sheets of all kinds

   c. Flash cards of all kinds

   d. Puzzles, games

   e. Models

   f. Charts, diagrams, illustrations, maps

   g. Bulletin board displays, pictures, decorations, posters

   h. Flannel cut-outs

C. Apprenticeship Program

There are two basic divisions for tutoring level; primary or intermediate.

The types of tasks a junior high student might perform at each of these levels are these:

1. Primary (Kindergarten, 1st and 2nd Grades)

a. Motor development
(1.) Play catch, handball, kickball, etc.
(2.) Give calisthenics or skills drill
(3.) Work on balance bean, balance board or jungle gym
(4.) Work with physical education teacher
(5.) Supervise games or serve as umpire, etc.
(6.) Organize and direct tournaments
(7.) Serve as spotter or scorer

b. Teacher Aide
(1.) Secretarial and clerical tasks
(a) filing
(b) sorting
(c) scoring

(2.) Monitor tasks
(a) cleaning
(b) straightening
(c) organizing
(d) distributing papers

(3.) Answering questions

(4.) Putting on hats, coats, gym shoes

(5.) Supervising plays

c. Readiness activities
(1.) Reading stories
(2.) Help with work sheets
(3.) Using Peabody Kit
(4.) Listening to child read
(5.) Discussing or conversing with child
(6.) Befriending child

d. Academic tutoring
(1.) Phonics drill
(2.) Flash card drill
(3.) Printing practice supervision
(4.) Sight word or spelling practice

2. Intermediate Group

a. Teacher aide
   (1.) Observation of teacher and class
   (2.) Supervise projects and experiments
   (3.) Make up tests and make up work
   (4.) Conducting spelling bees, phonic bingo games, etc. for the entire class

b. Individual tutoring
   (1.) Active
      (a) Having specific teaching goal or objective

   (2.) Passive
      (a) Work with child who knows the material but needs practice or drill
      (b) Listen to child read or tell stories in his own words
      (c) Write what child tells (child dictates story)
      (d) Play games
      (e) Establish big brother or sister relationship

c. Group tutoring
   (1.) Discussion groups
   (2.) Local field trips or trips to library
   (3.) Supervising educational games
   (4.) Give tests or spelling words
   (5.) Supervise projects
   (6.) Serve as proctor or monitor

D. Special Functions

1. Escort children to library on 1 to 1 basis to explain card files, readers guides, etc.

2. In spring orientation for 6th graders - have 1 to 1 tours of Brittany facilities

3. Put out school p[illegible] using a reporter from each grade to work with junior high supervisor

4. Have elementary child "audit" Brittany courses with Brittany student as "big brother"

PARTICIPANTS IN THE FALL 1967 TUTORING PROGRAM

Brittany, Dr. David Thomas, Principal
(CEMREL Staff)
William Page, Project Director
Kay VanWessem, Teacher-in-Charge
Lillian Radloff (Mrs.), Aide

Senior High School, Dr. Mark Boyer, Principal
Lilburn Ochs, Counselor
Leslie Gold
Barbara Merlinghouse (Mrs.)

Blackberry Lane Elementary School, George Rau, Principal
JoAnne Evans
Marie M. Harlow (Mrs.)
Melanie Sue Newcomb (Mrs.)
Vivian Gellman (Mrs.)
Gene Williams

Delmar-Harvard Elementary School, Earl Greeson, Principal
Beth E. Dennis (Mrs.)
Fanchon A. Weitman (Mrs.)
Doris E. Lerner (Mrs.)
Sue Beecher (Mrs.)

Jackson Park Elementary School, Margaret Kerr, Principal
Goldie Brandstadter (Mrs.)
Cecil S. Taryle (Mrs.)
Hermese B. Ogden (Mrs.)
Mary Sue Hamilton (Mrs.)
Frances E. McKinney (Mrs.)
Neil M. Kingdon (Mrs.)

Hawthorne Elementary School, Ray Clark, Principal
Josephine Kidd
Jean Lee Wheeling
Estelle Birnbaum
Susan Nall (Mrs.)
Sharon K. Hanking (Mrs.)
JoAnn Redman
Joyce Ann Trower (Mrs.)
William Hykins
Helen M. Boehm (Mrs.)

Pershing Elementary School, James Lanman, Principal

Zenda Ashkanazi (Mrs.)
Margaret Langstadt (Mrs.)
Roney Parsons (Mrs.)
Claudia Prentice
Rose Marie Heinze (Mrs.)
Nancy KaMabeb (Mrs.)
Willard Parker
Fanice Sudvarg (Mrs.)
Ann Snodgrass (Mrs.)

Globe DEMOCRAT

SPOTLIGHT on YOUTH

EDITED BY ROSE MARIE SCHOENHOEFER

FRIDAY, MARCH 15, 1968

U. City Students Provide Help For Children

A primary child gives complete attention to her tutor, U. City sophomore Connie Hahs. —Photo by Mark Zuke

By ELLEN SMITH

University City High School

Several University City High School sophomores have discovered the many rewards of tutoring, as each day, 26 tenth grade students travel to one of two elementary schools to participate in a unique tutoring program.

Ellen Smith

First conceived in December, the program involves high school students donating their unscheduled hours for tutoring primary level children. The high school students are transported by school bus to the participating elementary schools where they meet with their assigned children for an hour a day.

The results of such sessions are uniformly successful. "I was surprised to discover I could actually teach another person," exclaimed one high school sophomore. "The program has brought out patience and enthusiasm I never thought I possessed."

VARIETY OF SUBJECTS

The primary children are aided in a wide variety of subjects by their high school tutors. Some are instructed in simple art; others are helped in math. One high school girl actually conducts a class in "Counting money."

The main subjects emphasized by the sophomores, however, are the basic reading and writing skills. Assigned to one or two primary children, the tutors conduct sessions in oral reading, word recognition, and simple printing. The daily drills serve as strong reinforcements to regular classroom instruction.

"I've found the tutoring program to be highly successful," explained one elementary school teacher. "The high school students who tutor my children are able to give them very important individual attention they might not otherwise, receive."

POSITIVE RESPONSE

The children, too, have responded positively to the tutoring program. The regularity of the sessions enables them to make rapid progress, and provides them with a unique learning situation. One third-grader, who arrived in the United States last September knowing not one word of English, grasped the language under the guidance of his high school tutor. The time involved in his mastery of English might have been lengthened considerably had it not been for the aid of the high school boy.

Guided by their eager tutors, the primary children react well to this special educational technique. But the greatest rewards and satisfactions from the tutoring programs are the deep relationships between tutor and child that develop.

"My tutor?" summed up one bright-eyed third grader, "Why, she's my friend."

THE BARKER

BRITTANY JUNIOR HIGH March 7, 1968

Students Tutor Through Project

Last year Brittany started an experimental teaching program which is funded by the Central Midwestern Regional Education Laboratory (CEMREL). CEMREL is one of twenty education laboratories receiving money from the United States Office of Education for research and development of programs. Mr. William Page is Program Activity Director, Miss Katherine Van Wessem is teacher-in-charge, and Mrs. Radloff is the teaching assistant.

The program is designed to find ways of individualizing instruction. One of the major activities is a tutoring program. During the past semester there were twenty-six 7th graders, six eighth graders, and three ninth graders from Brittany tutoring at Blackberry Lane, Delmar-Harvard, Hawthorne, and Pershing schools. About forty senior high students tutored at Delmar-Harvard, Hawthorne, and Pershing. Since semester schedule changes, a few of the Brittany students have had to drop tutoring.

Tutors prepare their own lessons in cooperation with the elementary school teacher. Tutors may teach arithmetic, physical education, reading, and writing for grades 1 through 6 either individually or in small groups. Teachers are most enthusiastic about what tutors can do and tutors seem to gain great satisfaction from this volunteer work. Parents are very pleased with the extra help for their children.